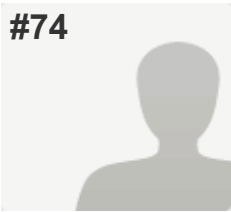


#74

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, June 28, 2016 4:58:45 PM**Last Modified:** Tuesday, June 28, 2016 5:03:26 PM**Time Spent:** 00:04:40**IP Address:** 65.152.112.118

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Q1: Name of School District:	Boone Community School District
Q2: Name of Superintendent	Brad Manard
Q3: Person Completing this Report	Jill Janes

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Q4: 1a. Local TLC Goal

Provide our teachers; both new and career; the tools; compensation; collaboration; and advocacy needed to further individual and cumulative goals.

Q5: 1b. To what extent has this goal been met?

(no label)

Somewhat Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

This goal was partially met in 2015-2016, evidenced by self-evaluations, mentoring program feedback, DTLC evaluations, exit survey and retention data. TLC provided a positive growth opportunity for those in teacher leader roles, and may have somewhat affected staff retention among beginning and career teachers.

100% teachers serving in TLC roles and returning to BCSD in 2016-17 indicating a wish to continue as teacher leaders in an end-of-year feedback survey. 32 of 37 teacher leaders are returning to work in the district in 2016-17. Of the 5 not returning to the district and TLC positions, 4 have retired and 1 has moved out of state. DTLC evaluation cited the overall TLC program as a strength with no proposed changes to the TLC plan for 2016-2017.

8 teacher leaders in full-time roles completed self-evaluations in 2016 using the Teacher Leader Self-Assessment instrument from the Center for Strengthening the Teaching Profession. The instrument was used as a part of the application process in 2015, and data were compared across years. All 8 teachers had grown professionally, particularly in the area of working with adult learners and systems thinking. Self-assessment data was used to set individual professional goals in 2015-2016 in the areas of teacher leadership addressed in the self-assessment, and all individual goals were met.

Teacher leaders serving as data specialists and mentors while full-time teaching completed an end of year feedback survey on their personal performance, needs, and overall satisfaction with the TLC roles. Open-response data collected on the survey indicated that the roles provided these career teachers with an avenue to support fellow teachers in data analysis and improving practice. Improvement is needed to provide additional collaboration and role clarification for these teacher leaders.

District exit survey data indicates that 18 of 158 total teachers (11%) are not returning to the BCSD in 2016-2017. The following reasons for leaving were described: a) 9 teachers have retired, b) 5 teachers have a spouse whose job has been relocated, c) 1 teacher returned full-time to graduate school in education, d) 1 teacher chose a career change, and e) 2 teachers relocated to new teaching positions in other districts.

4 teachers leaving BCSD were beginning teachers participating in the district's mentoring program, and 3 of these four left the district due to a spouse's job relocation. The DTLC evaluation indicated a strength in the mentoring program's overall focus, stating, "The information shared in mentoring was designed to support the teacher and encourage and keep the teacher." Mentoring program feedback collected in a survey of beginning teachers indicated that all topics addressed in mentoring meetings were "very important" or "somewhat important", with the amount of time spent on portfolios cited as an area of improvement in the mentoring program.

Q7: 2a. Local TLC Goal

Support and advance professional learning communities to facilitate collaboration and empowerment among teachers.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

This goal was met in 2015-2016, as supported by data collected in leadership team meetings & evaluations, PLC notes, peer observations, teacher leader surveys, DTLC evaluations, and exit surveys.

The district Lead Learning Team met quarterly in 2015-2016 with a recurring agenda item reviewing the TLC program. Meeting notes indicate teachers became more collaborative with one another through the TLC program. Teacher leaders initiated collaborative conversations and assisted teachers in data analysis that supported the PLC process.

PLC notes indicate that teacher leaders regularly attend PLC meetings across the district. HS teacher leaders in full-time roles attend PLCs in their content specialty weekly, and have attended all PLCs at least quarterly. Full-time teacher leaders at the MS have attended PLC meetings at least quarterly. Elementary full-time teacher leaders attend weekly PLC meetings. These teacher leaders provided assistance in instructional and content area shifts in ELA, math, and science. Additionally, data specialists have shared and guided PLCs in review of summative assessment data throughout the school year at each grade level/department. Collaboration between PLCs occurred to share data across grade levels, initiated by data specialists.

Quarterly peer observations completed at the MS in 2015-2016 focused on integrating instructional technology with the adoption of a 1:1 program. The collaborative notes indicate the variety of technology applications shared throughout the building. Many applications had been suggested by the building's full-time teacher leader in a technology integration role, indicated in the teacher leaders' coaching log and weekly tech-tip email to staff.

Collaboration support provided by full-time teacher leaders was also indicated in a feedback survey all teachers in the district were invited to complete. Teacher leaders were rated as "above average" in working collaboratively by an average of 81.3% of respondents. A majority of respondents also rated teacher leaders as "above average" for working with adult learners (80.3%) and being approachable and non judgemental (82.3%).

Although exit surveys did not formally address collaboration, school culture and collaboration was not cited by any teachers as a reason for leaving the district. The DTLC evaluation of the 2015-2016 TLC program indicated a number of ways the TLC program promoted collaboration. In March of 2016, the DTLC evaluation notes indicated that the teacher leader program was impacting collaborative culture, stating, "Comfort level of having people in your rooms is still growing." Growth areas for the TLC program indicated in the March DTLC review include a) expanding data specialists to collaborate with classroom teachers and PLCs on formative assessment data, b) making sure we emphasize to mentors that beginning teachers should be engaging in observation of other career teachers, and c) helping teachers to collaborate with teacher leaders in full-time roles on instructional improvement, not just content areas of expertise for general.

Q10: 3a. Local TLC Goal

Provide our teachers; both new and career; the tools; compensation; collaboration; and advocacy needed to further individual and cumulative goals.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

This goal was met in 2015-2016, as supported by data collected from teacher leader surveys, coaching logs, administrative walkthroughs, DTLC evaluations, PLC notes, mentoring program feedback, and teacher leader IPDP reviews.

Teacher leaders in full-time roles collected data on individual interactions with teachers in coaching logs between December and May of 2016. District wide, coaches engaged in 749 individual conversations focused on initiating a change in instruction. Coaches recorded an additional 239 learning interactions with teachers that involved collaborative planning, modeling, and co-teaching. 91 interactions with teachers involved reflecting on a change in teaching practice and planning future instruction.

The support provided for improved professional growth was also evident in a survey of full-time teacher leaders. The survey collected feedback on teacher leaders' qualities and rated individuals as above average, average, and below average in the areas listed below. The average number of respondents selecting "above average" for each quality in an individual teacher leader is provided.

Knowledge of methods and practice of teaching (75.5%)

Ability to work with adult learners (80.3%)

Approachable and non-judgemental (82.3%)

Models a growth mindset (78.9%)

Collaborative (81.3%)

Confidential (80.5%)

Professional (87%)

A comprehensive walkthrough and data collection of all classrooms was not completed in 2015-2016 in any of the district's buildings. Feedback was provided by building administrators on informal walk-throughs. Teachers in all buildings were observed implementing literacy, technology-integration, and active engagement strategies introduced by teacher leaders in building-level professional development or individual coaching cycles.

Additional data supports this goal. The DTLC evaluation completed in March 2016 indicated that teacher leaders were "willing to do whatever is needed for the betterment of the kids" and "quick to respond to any request." One DTLC member commented, "I have done more things in my room that I would not have done." PLC notes indicate that data specialists are leading peers in analyzing data, with elementary-level data specialists and literacy leaders facilitating "data days" to aid colleagues in selecting next steps for data-based instructional improvement. Comments in mentoring feedback surveys also indicate support for this goal. One teacher commented, "I found the stories that the mentors shared most helpful. It is nice to know that everyone has struggles and achievements in the classroom." Review of IPDPs completed by full-time teacher leaders also indicate that the opportunity to serve in these individual roles has afforded them opportunities to grow professionally, with all meeting their goals in 2015-2016.

Q13: 4a. Local TLC Goal

Improve the percentage of students proficient on the Iowa Testing program assessment to above 80%; with 60% of students exceeding expected growth at all grade levels in reading; math; and science.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

This goal was not fully met in 2015-2016.

Iowa Assessment data was analyzed to determine the percentage of students reaching proficiency at each grade level. Students in grades 2-11 completed the Iowa Assessment test, with grades 2-11 completing reading and math subtests and grades 3-11 completing the science subtest. A total of 29 subtests were completed. At least 80% of BCSD students reached the proficient level on 14 of 29 subtests, with the subject area breakdown as follows:

Reading: 4 of 10 subtests met goal

Math: 2 of 10 subtests met goal

Science: 8 of 9 subtests met goal

Data analysis of other summative measures indicate progress toward the proficiency goal and areas of improvement.

FAST data at the K-6 level indicate the number of students reaching benchmark in reading. Spring 2016 FAST screening data reported the following percentage of students reaching benchmark:

Kindergarten: 79%

1st: 68%

2nd: 57%

3rd: 70%

4th: 60%

5th: 80%

6th: 74%

The district also uses the ACT & ASPIRE test to measure summative student progress at the high school level towards college and career readiness. Although 2016 results have not yet been received, all 9th and 10th grade students took the ASPIRE test and all 11th grade students took the district-wide ACT test in the spring of 2015. Results indicate the following percentage of students were college and career ready at each grade level:

English: 9th = 57%; 10th = 68%; 11th = 62%

Reading: 9th = 42%; 10th = 45%; 11th = 30%

Math: 9th = 35%; 10th = 34%; 11th = 33%

Science: 9th = 24%; 10th = 30%; 11th = 23%

Iowa Assessment data were also analyzed for individual student growth, particularly to determine the percentage of students exceeding the expected growth within their performance band. 26 subtests were examined, with the district meeting this goal on 5 of 26 subtests. Further analysis indicated that students in the advanced performance band met this goal on 20 of 26 subtests, with less students in the proficient and below proficient band reaching the growth goal. Individual student growth on NWEA/MAP testing from fall to spring in 2015-16 was also compared for growth. Analysis of overall projected and observed growth data indicated that less than 60 percent of students at each grade level met the projected growth in both reading and math on this assessment.

Formative assessment data was not comprehensively collected in 2015-2016 across the district. DTLC evaluation in 2016 suggested the use of all teacher leader roles in assisting teachers with formative data analysis to improve instruction and progress toward this goal.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Our district would like to continue to align our teacher leadership roles with one another and the overall district goals. TLC roles often worked independent of one another in our first year of implementation. Holding bi-annual meetings with all district teacher leaders is planned for 16-17 to assist in aligning the roles with one another and an overall district vision for school improvement. Additionally, building principals, the superintendent, and district teacher leader coordinator will work to identify specific district and building goals that each role can support and associated tasks to meet the goals. Full-time TLC leaders will meet quarterly with mentor and data specialist teacher leaders within their building to align improvement efforts and support. The TLC coordinator will also meet with all district mentors and data specialists quarterly to provide district-wide role alike support and ongoing assessment of teacher leaders' work toward district goals.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

In our first year of implementation, much of our district's focus settled on building trusting relationships among teacher leaders, teachers and teacher leaders, and teacher leaders and administrators. In the summer of 2015, full-time teacher leaders and administrators attended a 2-day retreat focused on leadership skills and building relationships in the coming school year. This proved highly effective for a smooth transition for our full-time teacher leaders and administrators and provided the foundation for building trusting relationships with teachers. We found that teacher leaders had the skills necessary to begin working with teachers in their buildings on day one of the 2015-2016 school year. Additionally, they had built trust with their building administrators that aided them in having difficult conversations throughout the school year when any issues arose. As teacher leaders attended coaching trainings and honed their skills in this area, they found that they had already created the relationships that allowed them to begin coaching and engaging teachers in reflection at a level we did not expect to reach in our first year. The data collected in coaching logs indicate an impressive number of reflective conversations, more than 90, with teachers that we did not anticipate in our first year of implementation. We are enthusiastic about moving forward in year 2.

Our teacher leaders who are still in the classroom also began to break down some barriers between buildings as they worked together as data specialists. Each grade level and department has a TLC data specialist. Although grade levels have independently analyzed data in the past, alignment of the type of data collected and analysis procedures has been absent between buildings in the district. In the spring of 2016, data specialists in grades K-5 planned a collaborative meeting to share their data collection techniques with one another. Data specialists and literacy coaches from 3 buildings in the district came together on their own accord to promote alignment and better collective usage of student data. The meeting involved "data show and tell" as each data specialist presented the data collection documents used at his or her grade level. At the close of the meeting, the group selected common procedures for collecting student data and sharing data vertically. Not only was this a major improvement in the methods used for data collection and analysis across the district, but the improvement process was all undertaken and driven by teacher leaders.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.